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ABSTRACT

The goals of this elementary school level substance abuse curriculum guide are to decrease drug and alcohol abuse through promoting: (1) basic concepts regarding healthful living; (2) a positive self-image; (3) a family, school, and community support system; (4) decision-making skills based on individual values; and (5) effective relationship and communication skills. The guide provides a plan for integrating and correlating specific substance abuse prevention concepts, such as self-awareness, decision-making, information use, and communication, with the Troy City (New York) School District and the New York state social studies, health, and science curriculums. An overview of how each specific prevention concept might be introduced at each grade level from K-6 is provided. Charts are included for each grade level that correlate these concepts with: (1) substance abuse prevention facts; (2) concepts taught in other core courses; and (3) related resources. A program evaluation form is provided. Appendices include a list of selected drugs and their effects, sources of substance abuse information, and nine references. (JHP)

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Rensselaer County Mental Health Dept.

Substance Abuse Prevention Education

A Curriculum Model Correlation for Elementary Levels

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SUBSTANCE ABUSE PREVENTION EDUCATION

A

CURRICULUM MODEL CORRELATION

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Substance Abuse Prevention Education Project

Rensselaer County Unified Services

Troy, NY 12180

1987

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FOREWORD

The Substance Abuse Prevention Education Project (SAPEP) a part of the Rensselaer County Department of Mental Health - Unified Services, is funded primarily by the New York State Division of Substance Abuse Services with some local funding by school districts. It is a member of the Alcoholism and Substance Abuse Program Center (planning body) and works in collaboration with other agencies and programs in the county. Unified Services functions as an umbrella for all programs in the county that receive funds from the New York State Department of Mental Hygiene, i.e. Office of Mental Retardation and Developmental Disabilities, Office of Mental Health, Division of Alcoholism and Alcohol Abuse and the Division of Substance Abuse Services.

The Substance Abuse Prevention Education Project, acting as a resource, provides teacher training, parent workshops, peer leadership programs, and other services for the community. The Project helps promote the development of healthy living habits/skills, lending support to teachers, parents and the overall community. The staff provides program participants with information and activities for the development of healthful living.

Within this framework, the Substance Abuse Prevention Curriculum was designed to enable teachers to provide instruction in designated areas as outlined in the New York State Drug Education Curriculum Guide and thereby meet the requirements of the New York Statute Chapter 982, 1977 (Education Law , Section 804).

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INTRODUCTION

The Substance Abuse Prevention Curriculum is a plan for integrating and correlating the substance abuse prevention concepts, i.e. (a) self awareness, (b) decision making, (c) substance abuse information, and (d) communication/relationships, within the present public school curriculum. Each concept area, listed above, is both integrated within the Troy City School District Social Studies, Health and Science Curriculums and correlated with the New York State Syllabi in those areas.

The curriculum guide provides an overview of each of the prevention units for grade levels K-6, states the substance abuse prevention understandings and correlates the concepts with the New York State Social Studies, Science and Health Syllabi. Other areas of correlation have not yet been completed.

There are corresponding activity booklets for each grade level, K-6. Each booklet contains three sample activities per concept area, as well as some supplementary activity sheets. As these booklets are a compilation of useful shared activities (shared by the Prevention Project and the classroom teacher), they are in a state of continual growth and revision. Teachers are encouraged to add additional useful activities.

BACKGROUND INFORMATION

Historical Perspective

"The treatment of substance abuse is both costly and difficult" (Botvin, 1987, p.369). Society and the schools provide ongoing attempts to reduce and deter the use of potentially dangerous substances. School based substance abuse prevention models traditionally involved the presentation of factual information about the dangers of substance abuse in hopes that knowledge about these substances would deter use. Later prevention models focused on self-esteem, decision making, and the personal/social development of students.

Recent research, however, indicates that the most effective approaches may be those which focus on the social-psychological factors promoting substance abuse. The intent of this approach is to provide general skills and knowledge which will have a broad application for healthful living. Such programs appear to reduce the potential for turning to substance abuse for solving one's life problems.

Theoretical Base

Although research shows that the social-psychological model appears to produce greater reductions in substance abuse, there is no single theory proposed thus far that can account for the physical, psychosocial and the socio-cultural aspects of becoming and being drug dependent, (Here's Looking At You). The Narcotic and Drug Research, Inc. training model emphasizes not only the social-psychological aspects but the biological aspect as well. Programs based on the social-psychological-biological model generally emphasize underlying preventing concepts, i.e. concepts that provide information for maintaining a healthy body; substance abuse information and concepts from health and science; decision making; healthy values and alternatives; self-esteem and communication.

Program Philosophy

The Substance Abuse Prevention Education Project, drawing from the socio-psychological-biological model, is based on the philosophy that providing young people with:

- basic concepts regarding healthful living;
- a positive view of self;
- a support system of family, school and community;
- skills for making personal decisions based on individual values;
- skills for effective relationships and communication

results in decreased substance abuse (N.Y.S. Drug Education Curriculum, p.1)

TARGET POPULATION

The Substance Abuse Prevention Education Project services school districts and communities within Rensselaer County. This includes teacher training, parent workshops, peer leadership programs as well as acting as a resource for the schools and community. The Curriculum Guide and Activity Booklets are available to the participating school districts, and it is hoped that they may be useful, as well, to schools in other counties. Resources such as films, filmstrips, books and pamphlets may be borrowed on request. Presentations to school and community groups may be arranged through the Prevention Office.

CURRICULUM PLAN

Purpose

It is the purpose of the Substance Abuse Prevention Curriculum to provide a plan for correlating the Substance Abuse Prevention Concepts with the existing New York State Syllabi. "All schools have several basic responsibilities for Drug Abuse Prevention Programs, as outlined by Education Law, Section 804, Commissioner's Regulations as they apply to all of Health Education, and the Regents Action Plan to reduce alcohol and drug abuse in the schools. These include:

1. To provide all students, K-12, with an instructional program designed to develop the attitudes and skills required to make HEALTHY DECISIONS:
2. To involve students in activities that contribute to their sense of SELF WORTH;
3. To insure that the instructional program is conducted by teachers;
4. TO INTEGRATE LEARNING WITH RELATED SUBJECT AREAS IN A MANNER SUPPORTIVE OF PROGRAM OBJECTIVES". (N.Y.S. Drug Education Curriculum)

Objectives

Current research indicates that "drug education programs which include objectives that enable students to:

- learn credible information;
- improve their self concept;
- communicate effectively with others; and
- solve problems and make informed, responsible decisions;

result in significant reduction of:

- referrals for drug related activities and absences;
- instances of disruptive behavior among students; and
- instances of school property damage. (N.Y.S. Drug Education Curriculum)

The Prevention Curriculum provides activities for meeting the objectives in the four broad substance abuse prevention areas, (a) self awareness, (b) decision making, communication/relationships.

CURRICULUM PLAN (CONT'D)

Curriculum Design

The Substance Abuse Prevention Curriculum is designed around disciplines or subject matter inasmuch as each prevention concept is correlated with a particular content area, i.e. science, social studies, health. The prevention concepts are based on four broad areas; each of which is found in the corresponding subject matter areas. (Figure 1)

The prevention concepts are developed in each of the grade levels (K-6) at increasingly higher levels of understanding, e.g. substance abuse information at the Kindergarten level involves discussion of the use of medicine, while actual drugs of abuse are discussed at the upper levels.

CORRELATION MODEL

SUBSTANCE ABUSE PREVENTION CURRICULUM

* Areas not shown include music, art, and math.

Figure 1

C. Steele, 1987

CONCEPTS, UNDERSTANDINGS

CORRELATION AND RESOURCES

SUBSTANCE ABUSE PREVENTION UNDERSTANDINGS

	I SELF AWARENESS	II DECISION MAKING	III SUBSTANCE ABUSE INFORMATION	IV COMMUNICATION
K	Each person is a special and unique individual.	We can make good choices.	We can stay healthy.	We are a part of a family group; a school group.
1	Each person is unique and has special qualities, same or different from other individuals.	Each individual can make choices that will benefit self/others.	Individuals are responsible for maintaining a healthy body.	We care for others as part of a family; as a friend and a member of our class.
2	Feelings are expressed in a variety of ways.	There are ways to make good decisions (choices), e.g. the problem solving model.	We can make healthy decisions to maintain a healthy body.	Good communication involves developing good listening skills; communication is important to good relationships.
3	Our likes, dislikes and beliefs are important to each of us.	There are alternatives/ consequences in making decisions.	We can take responsibility for a healthy body.	Communication involves three parts; it is important to communicate our feelings and thoughts.
4	Each of us has strengths and weaknesses; we can identify and improve upon our weaknesses.	The problem solving model can be used to make decisions; we can choose ways to cope.	There are alternatives to choosing harmful drugs for changing feelings.	We communicate through behavior and feelings; families may differ in ways of communicating.
5	Values develop from the family; families differ.	Human factors influence decision making: our decisions may differ from those made by others.	Lives are affected by use of alcohol/substances	Diverse values or beliefs may cause conflict.
6	Patterns of behavior are a reflection of values; being aware of one's own values helps in understanding others.	Decision making may be guided by the family/community value system.	Drugs affect the life systems of the body.	Individuals have values/beliefs which are important to them; understanding of self/others improves communication/relationships.

SEQUENCE

Overview of Units

UNITS	KINDERGARTEN	GRADE ONE	GRADE TWO	GRADE THREE
Self Awareness	1. Each person is unique. 2. People are similar/different. 3. Feelings of others may differ	1. Individuals are unique and similar/different to others. 2. Sharing and accepting feelings is important. 3. Feelings have an affect on self and others.	1. Feelings are expressed in a variety of ways. 2. There are ways of coping with sad feelings. 3. There are ways of being happy and making others happy.	1. Our likes/dislikes are important to each of us. 2. Our beliefs are important to each of us. 3. Each of us is special.
Decision Making	1. Choices are made each day. 2. There are consequences for each choice. 3. All children and adults have the responsibility for making good choices.	1. We make choices everyday. 2. There are consequences as a result of decisions. 3. Choices or decisions may hurt self or others.	1. Some decisions may be good for us; others may be bad. 2. We can make decisions by using 5 steps (problem solving model). 3. Alternative choices and the consequences are important in making decisions.	1. Some behaviors involve risk taking. 2. Some decisions can be changed. 3. Sometimes decisions cannot be changed even when the consequences are not good.
Substance Abuse Information	1. Some foods and drinks keep us healthy. 2. Medicines may be needed to make us well. 3. Medicines should be used safely.	1. Substances can be used safely or dangerously. 2. Some substances are safe, some unsafe, to put in our mouths. 3. We can keep our body healthy.	1. Drugs produce changes in the body; there are alternatives. 2. Our body is made up of many parts which work together. 3. Certain substances, when used wisely, help maintain a balanced and healthy body.	1. Daily habits affect our bodies. 2. We can be responsible for having a healthy body. 3. We can set personal goals for protecting our bodies.
Communication	1. We relate to others as part of a family. 2. We relate to others as part of a school group. 3, There are good ways to treat others; it is important to be a friend.	1. We care for others. 2. Each of us is a family member. 3. Each of us is a friend and a member of our class.	1. Good listening skills can be learned. 2. There is verbal and non-verbal communication. 3. Communication is important to good relationships.	1. Communication involves 3 steps (sending, message, receiving). 2. Feedback is part of communication. 3. It is important to communicate our feelings and thoughts.

SEQUENCE

Overview of Units

UNITS	GRADE FOUR	GRADE FIVE	GRADE SIX
Self Awareness	1. Feelings can be identified and shared; aspects of ourselves can be improved upon. 2. We can identify our accomplishments (success). 3. Each of us has strengths and weaknesses.	1. Values develop from the family; what is important depends on the family's values. 2. Different family values contribute to diversity of families. 3. Families and family structure vary and change over time.	1. Patterns of behavior reflect the values of the individual and the family. 2. Awareness of one's own values results in self awareness, self worth, self appreciation, and self actualization. 3. Understanding the values and beliefs of others leads to a clearer understanding of one's own values.
I Decision Making	1. We can choose ways of coping with stress. 2. The problem solving model can be used to make decisions. 3. All risk-taking behavior involves consequences and alternatives.	1. Others may have differing points of view and ways of thinking. 2. All individuals face decisions; the problem solving model is used for decision making. 3. Others may make different decisions for various situations.	1. Decision making is the process of choosing between two or more alternative solutions. 2. Learning to cope with situations is a part of decision making. 3. Safe alternatives to substance abuse can be chosen.
III Substance Abuse Information	1. Medicines can be helpful/harmful to the body. 2. Tobacco is harmful to the body. 3. There are alternatives to drug use.	1. Substance abuse affects the individual. 2. Substance abuse affects the lives of family and friends. 3. There are alternatives to using substances for changing feelings.	1. Substance abuse affects the body physically and psychologically. 2. Alcohol affects many parts of the body. 3. Alcohol is a depressant that affects the body's life systems.
V Communication	1. Displaying feelings is a way of communicating. 2. We communicate with others by the way we treat them. 3. Families differ in ways that they communicate.	1. Individual values or beliefs may conflict with the values or beliefs of others; people have similar as well as different beliefs. 2. Diversity may lead to conflict; assertiveness skills help people meet their own needs fairly and without conflict. 3. There are ways of coping and communicating with others; this often begins at home with the family.	1. Individuals have values/beliefs that are important to them; these may conflict with the values/beliefs of others. 2. People's patterns of behavior are a reflection of their values. 3. Understanding the values of others leads to a clearer understanding of one's own values.

KINDERGARTEN

CONCEPT	SUBSTANCE ABUSE PREVENTION UNDERSTANDINGS	CONTENT CORRELATION	RESOURCES
I Self Awareness Each person is a special and unique individual.	Individuals are unique, expressing themselves in various ways; these may be similar to or different from other individuals.	Social Studies (N.Y.S. Syllabus p.30) Social: . Each person is unique and important. Health (N.Y.S. Syllabus p.21) . Feelings occur in various situations (unique to the individual). -(AIDS Instructional guide, Experimental Text, N.Y.S. Education Dept. P. 54) . There are characteristics that make us unique. . There are characteristics that make us different. . Respect for our own uniqueness and that of others, is important.	Film: (SAPEP) Elmer the Elephant Grades K-4 Kit: Starting Early, K-6m, an alcohol education and traffic safety program for elementary school. Contact AAA Albany 482-3321 Storybooks: I Wish That I Had Duck Feet by Theodore LeSief Nobody's Perfect Not Even My Mother by Norma Simon The 329th Friend by Marjorie Sharmat You're All Right by Jay Wilt Story Pictures: Different Feelings, N.Y.S. Drug Education Curriculum.
II Decision Making We can make good choices.	We make many choices each day; there are consequences for each choice.	Social Studies (N.Y.S. Syllabus p.30) Political: . People make decisions which involve others. . Rules affect children and adults. . All children and adults have responsibility. Health -(AIDS Instructional Guide, Lesson #6, p.56) . There are skills to practice that will lead to risk-reducing behaviors.	Films: (SAPEP) The Grasshopper and the Ants, Grades K-3 The Tortoise and the Hare, Grades K-4

CONCEPT	SUBSTANCE ABUSE PREVENTION UNDERSTANDINGS	CONTENT CORRELATION	RESOURCES
III Substance Abuse Information We can stay healthy.	Foods keep us healthy; medicines may be needed to make us well; medicines should be used safely.	Health (N.Y.S. Syllabus) . It is important to take medicine appropriately. (p.33) . There are persons to help us when we need medicine. (p.31) . Food helps us grow. (p.23)	Coloring Book: Tuffy Talks About Medicine , Aetna Life Ins. 445-6573 Curriculum Guide: Drug Education Through Mental Health, K-6 Nassau Board of Cooperative Services. Salisbury Center, Westbury, NY 11590 Filmstrips: (SAPEP) Drugs, Friend or Foe , Grades K-3 Drugs Poisons and Little Children, Grades K-2 Sniffy Escapes Poisoning, Grade
IV Communication/ Relationships We are part of a family group, a school group.	We participate in a family (school) group; there are good ways to treat each other.	Social Studies (N.Y.S. Syllabus p.30) Social: . Most people live in families, though families differ. Health (N.Y.S. Syllabus) . Family members help each other. (p.27) . Neighbors help each other. (p.27) . It is important to be a friend. (p.21) - (AIDS Instructional Guide, Lesson #7, p.59): . Family members help each other at special Times.	Curriculum Guide: New York State Drug Education Curriculum, p.19-22 Book: Yertle the Turtle by Dr. Seuss (SAPEP) Film: Elmer the Elephant (SAPEP)

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CONCEPT	SUBSTANCE ABUSE PREVENTION UNDERSTANDINGS	CONTENT CORRELATION	RESOURCES
I Self Awareness Each person is unique and has special qualities; these may be similar to or different from other individuals	Feelings can be shared and accepted; the ways of expressing feelings affect self/others.	Social Studies (N.Y.S. Syllabus p.30) Social: . All people are alike/different in many ways although they share common characteristics. . Each person is unique. Health (N.Y.S. Syllabus p.21) . Feelings occur in various situations. Science (N.Y.S. Syllabus p.27) . Properties of animals vary from one kind to another and from one individual to another.	Audio Cassette: About Personal Values, Grades 1-3 Film (SAPEP) I Am How I Feel Filmstrip: (SAPEP) Teaching Children Values, Grades 1-3 Who's Afraid of the Big Bad Wolf, Grades 1-3 Worksheet: Holt Social Studies, You Are Special, p.9
II Decision Making Each individual can make choices that will benefit self/others.	Choices are made every day; each choice has a consequence which may help or hurt ourselves/others.	Social Studies (p.30) Political: . People can make rules to protect their health, safety and maintain order. . People can make and change rules. Health - (AIDS Instructional Guide, Lesson #6, p.56) There are skills to practice that will lead to risk-reducing behaviors.	Curriculum Guide: N.Y.S. Drug Education Curriculum Guide Puppet: BP9-O puppet from N.Y.S. Drug Education Curriculum Guide

Grade One

CONCEPT	SUBSTANCE ABUSE PREVENTION UNDERSTANDINGS	CONTENT CORRELATION	RESOURCES
III Substance Abuse Information Individuals are responsible for maintaining a healthy body.	Safe and unsafe substances are found in the home; we can keep our body healthy.	Health (N.Y.S. Syllabus) . Poisonous Substances are found in the home. (p.35) . It is important to take medicine appropriately. (p.33) . Our bodies have individual parts. (p.19) Science (N.Y.S. Syllabus p.26) . The parts of animals have functions that help the animal to live and thrive; the mouth enables animals to eat and drink. (What we choose to put in the mouth can keep us healthy.)	Booklets: (SAPEP) A Guide To Teaching Poison Prevention in Kindergarten and Primary Grades . (U.S. Government Printing Office) Curriculum Guide: N.Y.S. Drug Education Curriculum Guide Grade 1 Filmstrip: (SAPEP) Practical Drug Series Grades 1-3 1. The Pharmacist 2. Prescription Medicine 3. Over-the-Counter Medicines 4. Drug Dangers 5. Proper Care of Medicines
IV Communication The way we communicate with those around us (family, peers, community) affects our relationships.	Each of us is a family member, a friend, a classmate; we care for family, friends and classmates.	Social Studies (N.Y.S. Syllabus p.30) Social: . Though families differ, most people live in families or family like groups. Political: . In every family there are conflicts. Health (N.Y.S. Syllabus p.27) . Families help each other. -(AIDS Instructional Guide, Lesson #7, p.59) Family members show responsibility for one another.	Books: Care Bears: Caring Is What Counts, by Ward Johnson Tight Times, by Barbara Shook Hazen Curriculum Guide: Alternatives Curriculum 15, A Substance Abuse Education Curriculum School District 15, Brooklyn, NY Worksheets: (From Alternatives Curriculum) Family Member Tree Friendship/Classmate Tree

CONCEPT	SUBSTANCE ABUSE PREVENTION UNDERSTANDINGS	CONTENT CORRELATION	RESOURCES
I Self Awareness Feelings are expressed in a variety of ways.	Feelings are expressed in a variety of ways. There are ways to cope with various feelings.	Social Studies (N.Y.S. Syllabus p.31) . Family members are interdependent. (Awareness of family's cooperation and interaction, p.40.) . Family members share interests and give emotional support, p.40.) Health (N.Y.S. Syllabus) . Feelings occur in various situations. (p.21) . Our surroundings may affect feelings; our senses interact with the environment to produce positive or negative feelings. (p.25)	Book: (SAPEP) How Do I Feel by Norma Simon Curriculum Guide: N.Y.S. Drug Education Curriculum, p.27 Films: (SAPEP) I'm Feeling Sad I'm Feeling Happy
II Decision Making There are ways to make good decisions (choices).	Good decisions are those that help us/others; they can be arrived at by using a problem solving model.	Social Studies (N.Y.S. Syllabus p.31) . Families develop rules to govern/ protect family members. . People may have conflicts over rules, rights and responsibilities. Science (N.Y.S. Syllabus p.8-10) The problem solving method helps us to make good decisions.	Curriculum Guides: N.Y.S. Drug Education Curriculum; N.Y.S. Science Syllabu Video Cassette: (SAPEP) Home Sweet Home Grades 2-5

CONCEPT	SUBSTANCE ABUSE PREVENTION UNDERSTANDINGS	CONTENT CORRELATION	RESOURCES
III Substance Abuse Information We can make healthy decisions to maintain a healthy body.	Medicines/drugs produce changes in our body; each part of our body has an important function.	Health (N.Y.S. Syllabus) . Some health care products contribute to our health. (p.31) . Nutrition is related to health. (p.23) Science (N.Y.S. Syllabus) . Animals depend on plants, i.e. food, medicine. (p.27, 1B.1) . Parts of animals change to meet their needs. (1A, 2.2, p.26) . Animals are able to control conditions and meet their needs. (1A, 2.5 p.27)	Worksheets: (N.Y.S. Drug Education Curriculum) If My Body Could Talk What Is Important To Me Who Can Give Me Medicine
IV Communication Good communication involves developing good listening skills; communication is important to good relationships.	We can learn good listening skills; verbal/non-verbal behavior is part of communication; communication is important to good relationships - family, peers, school.	Social Studies (N.Y.S. Syllabus p.40) Social: . Family members are inter-dependent; they learn from one another and give emotional support. . Some behaviors are learned from various groups to which one belongs, i.e. approved social interaction skills, knowledge Health - (AIDS Instructional Guide, Lesson #7, p.59) Family members show responsibility for one another.	Book: "The Big Brag" in Yertle The Turtle by Dr. Seuss (SAPEP) Video Cassette: Tortoise and the Hare (SAPEP)

Grade Three

	CONCEPT	SUBSTANCE ABUSE PREVENTION UNDERSTANDINGS	CONTENT CORRELATION	RESOURCES
I	Self Awareness Our likes, dislikes and beliefs are important to each of us.	Our actions, beliefs, likes/dislikes are a result of what is important to us; this may be similar to or different from other individuals.	Social Studies (N.Y.S. Syllabus p.31) Social: . Every member of any community is a unique individual. . The things a person learns as a community member make up a person's culture.	Filmstrips: The Winner Pat's Ambition Birthday Present (SAPEP) Worksheets: Some Important Things About Me I'm Together Success Flower
II	Decision Making There are alternatives/consequences in making decisions	Decision making involves risk; there are alternatives/consequences for each decision.	Social Studies (N.Y.S. Syllabus p.31) Political: . People in all communities develop rules/laws to govern/protect members. . People can plan, organize and make decisions for the common good. Science (N.Y.S. Syllabus p.8-10) The problem solving model helps us make good decisions. Health - (AIDS Instructional Guide) There are skills to practice that will lead to risk-reducing behaviors, (Lesson #4, p.51) There are rules for personal safety, p.51.	Worksheets: Different Feelings I Can Change My Mind (N.Y.S. Drug Education Curriculum)

CONCEPT	SUBSTANCE ABUSE PREVENTION UNDERSTANDINGS	CONTENT CORRELATION	RESOURCES
III Substance Abuse Information We can take responsibility for a healthy body.	We can establish good habits and set personal goals to maintain a healthy body; others can help us, e.g. family teachers.	Health (N.Y.S. Syllabus) . Exercise is good for the heart. (p.29) . Steps for personal safety can be followed. (p.35) . Daily activities contribute to personal health. (p.39) - (AIDS Instructional Guide, Lesson #3, p.49) . Personal activities contribute to good health . Good health can be practices on a daily basis. Science (N.Y.S. Syllabus p.30, 2.2) . The young of the new generation are better able to live and thrive because certain kinds of care are provided to them by the adults of the previous generation, e.g. food, education.	Booklets: (Grades 2 & 3) Whiskers Says No To Drugs Video Cassette: (SAPEP) Be Healthy, Be Happy Worksheets: (N.Y.S. Drug Education Curriculum Feelings About My Habits My Health Goals Looking At Me
IV Communication Communication involves three parts; it is important to communicate our feelings and thoughts.	Sending, receiving, and the message, are three parts of communication; people can learn positive ways of communicating with family and friends; sometimes conflict arises due to a lack of communication.	Social Studies (N.Y.S. Syllabus) Political: (p.31) . Community members may disagree about issues involving the common goal. Health (N.Y.S. Syllabus p.21) . Explain what it means to be a friend.	Curriculum Guide: Alternatives 15, Substance Abuse Education Program, School District 15, Brooklyn

CONCEPT	SUBSTANCE ABUSE PREVENTION UNDERSTANDINGS	CONTENT CORRELATION	RESOURCES
I Self Awareness Each of us has strengths and weaknesses; we can identify and improve upon our weaknesses.	Feelings about one's self can be identified; changes can be made to improve one's self.	Social Studies (N.Y.S. Syllabus, p.40) Social: . Families in the community change over time (individuals can and do change also). . Change is universal, continuous and influenced by many factors. Health (p.21) . Describe constructive ways to express and control emotions. - (AIDS Instructional Guide, Lesson 12, p.80) Individuals can take responsibility for their rights and personal safety.	Filmstrip: (SAPEP) Teaching Children Values Grades 4-6 Journey to Success Grades 4-6 Video Cassett: (SAPEP) What's Wrong With Jonathan? How Do you Show, Grades 4-6 Yes I can, Grades 4-6 Worksheets: (N.Y.S. Drug Education Curriculum) My Opinion Emotion Wheels Feelings Thermometers I Have Strengths and Weaknesses
II Decision Making The problem solving model can be used to make decisions; we can choose ways to cope.	The problem solving method can be applied to specific situations in one's life, e.g. coping, choosing alternatives.	Social Studies (N.Y.S. Syllabus, p.30) Political: . Citizens are responsible for participating in meeting the problems of the present and future in a global world.	Filmstrip: (SAPEP) Decisions, Decisions, Grades 4-8 Worksheet: (N.Y.S. Drug Education Curriculum) What A Day

Grade Four

CONCEPT	SUBSTANCE ABUSE PREVENTION UNDERSTANDINGS	CONTENT CORRELATION	RESOURCES
III Substance Abuse Information There are alternatives to choosing harmful drugs for changing feelings	There are other ways of expressing and controlling emotions; individuals do not need to turn to drugs.	Health (N.Y.S. Syllabus) . Describe constructive ways to express and control emotions (p.21). . Explain how individual behavior can control substance abuse (p.33). . Describe how personal health care practices contribute to well being (p.39). - (AIDS Instructional Guide, Experimental Text, N.Y.S. Education Dept, Lesson #14 p.85) . There are alternatives to risk taking behaviors.	Book: The Brown Bottle, by Penny Jones Brochure: (American Cancer Society) Huff and Puff Film: (SAPEP) Smoking, It's Your Choice Filmstrip: (SAPEP) Alcohol and Children Grades 4-6 Drugs and Children Grades 4-8 Video Cassette: (SAPEP) Like Father, Like Son Grades 4-6 I Think Grades 4-6
IV Communication We communicate through behavior and feelings; families may differ in ways of communicating.	Displaying our feelings is a way of communicating; families may differ in ways they communicate.	Health (N.Y.S. Syllabus) . Describe ways in which parents are supportive of their children (p.27). . Show consideration for the feelings of others who may be different (p.21). Social Studies (N.Y.S. Syllabus) Social: . A Community has a unique social/cultural makeup and heritage; there is diversity in areas such as family types, language, etc. (p.46).	Film: (SAPEP) Home Sweet Home Filmstrip: (SAPEP) Anger is Part of Everybody's Life Angry At Your Friends Play Endings: (SAPEP) Saying No To Drugs Weekly Reader Skills Book

CONCEPT	SUBSTANCE ABUSE PREVENTION UNDERSTANDINGS	CONTENT CORRELATION	RESOURCES
Self Awareness **Values develop from the family; families differ.**	Different values contribute to diversity of families; what is important depends on the family values.	Social Studies (N.Y.S. Syllabus, (p.31) Social: . Family structure varies from place to place and over time. . Families serve as transmitters of culture to the young. . Activities are a reflection of values and beliefs. Health (N.Y.S. Syllabus, p.27) . Parents can be supportive of their children. . Consideration should be shown to others. - AIDS Instructional Guide, Lesson #15, p.88) . There are responsibilities to one's home and family; each of us can handle some responsibilities. . Family responsibilities for individuals may differ. Science (N.Y.S. Syllabus, pp.8-10) . The problem solving model is used for decision making.	Curriculum: Alternatives 15 Curriculum, School District 15, Brooklyn Filmstrip: (SAPEP) IALAC (I Am Lovable and Capable) Video Cassette: (SAPEP) Sharing, Grades 5-6

CONCEPT	SUBSTANCE ABUSE PREVENTION UNDERSTANDINGS	CONTENT CORRELATION	RESOURCES
II Decision Making Human factors influence decision making; our decisions may differ from those made by others.	Others may see things differently and make decisions differently.	Social Studies (N.Y.S. Syllabus p.31) Political: . There are critical decisions facing all peoples of a global world. . Documents support the beliefs held important by the people. Science (N.Y.S. Syllabus pp.8-10) . The problem solving model is used for decision making.	Curriculum: Alternatives 15 Curriculum, School District 15, Brooklyn Filmstrip: (SAPEP) Learning To Say No, Grades 5-8 Video Cassette: (SAPEP) Beyond the Scenes I Dare You, Grades 5 & 6
III Substance Abuse Lives are affected by use of alcohol/ substances.	Substance abuse affects the individual - the body, the behavior and lives of family & friends.	Science (N.Y.S. Syllabus p.34) . The life of an animal is affected by environmental conditions. . The behavior of animals may change when environmental conditions change. Health (N.Y.S. Syllabus) . Identify how the body uses food to maintain energy (p.23).	Book: Drug Use and Drug Abuse by Geraldine Woods Film: (SAPEP) Smoking, It's Your Choice Filmstrip: (SAPEP) Alcohol. What Do You Know, Grades 5-8 Marijuana, What Do You Know, Grades 5-8 Plays: (SAPEP) Saying No To Drugs Weekly Reader Grades 4-6 Video Cassette: (SAPEP) Huffless Puffless Dragon Like Father, Like Son Grades 4-6

Grade Five

CONCEPT	SUBSTANCE ABUSE PREVENTION UNDERSTANDINGS	CONTENT CORRELATION	RESOURCES
V Communication Diverse values/ beliefs may cause conflict.	Individuals have their own values or beliefs that may conflict with values/ beliefs of others; there are ways of coping/communicating with others that often begin at home with the family.	Social Studies (N.Y.S. Syllabus, p.34) Social-Political: . Systems are based on people's beliefs. . People in other nations share similar beliefs (also have diverse beliefs).	Curriculum: Alternatives 15 Curriculum, School District 15, Brooklyn N.Y.S. Drug Education Curriculum, pp.41-43. Slides and Audio Cassette: (SAPEP) Listening Skills: The Art of Listening: (1) What is Listening? (2) Techniques for Listening (3) Special Listening Situations Video Cassette: (SAPEP) Getting Even Grades 5-6 Worksheets: Assertive Conversations My Family Correction

CONCEPT	SUBSTANCE ABUSE PREVENTION UNDERSTANDINGS	CONTENT CORRELATION	RESOURCES
Self Awareness **Patterns of behavior are a reflection of values; being aware of one's own values helps in understanding others.**	Values develop through the family; individual families have their own values; values influence behavior.	Social Studies (N.Y.S. Syllabus, p.31) Social: . People's patterns of behavior are a reflection of their values. . Understanding the values of others leads to a clearer understanding of one's own values. Health (N.Y.S. Syllabus, p.21) . Describe constructive ways to express and control emotions.	Video Cassettes: (SAPEP) Joey and Me, Grades 5-8 Journey Through Stress Me, Myself and Maybe
Decision Making **Decision making may be guided by the family or community value system.**	Decision making involves using the problem solving model and choosing between two or more alternatives; coping is a part of decision making; there are safe alternatives to the use of substances.	Science (N.Y.S. Syllabus, pp. 8-10) . The problem solving model is useful in decision making. Social Studies (N.Y.S. Syllabus, p.31) Social: . Different social institutions influence the lives of people in different ways. Political: . Family, clan, and tribal groups act to maintain law and order.	Filmstrips: (SAPEP) Dealing With Pressure When Everybody's Doing It Video Cassette: (SAPEP) Face To Face

Grade Six

CONCEPT	SUBSTANCE ABUSE PREVENTION UNDERSTANDINGS	CONTENT CORRELATION	RESOURCES
III Substance Abuse Drugs affect the life systems of the body.	Each category (Narcotics, Depressants, Stimulants, Hallucinogins, Cannabis) of substances affect the body's life systems (respiratory, digestion, circulation).	Science (N.Y.S. Syllabus, p.34) . Living things are affected by and affect the environment. (IIIA) . Animal health, growth and development are affected by environmental conditions (2:1). Health - (AIDS Instructional Guide, Lesson #11, p.75 . AIDS can be transmitted by drug abuse through using/sharing needled.	Books: Schools Without Drugs, pp.59-66 U.S. Dept. of Education Substance Abuse Prevention Activities, by Timothy and Patricia Gerne Curriculum: Alternatives 15 Curriculum, School District 15 Brooklyn N.Y.S. Drug Education Curriculum Jr. High, pp. 14-15 Drink-Drive Calculator (SAPEP)
IV Communication Individuals have values/ beliefs that are important to them; understanding self and others improve communication/ relationships.	Individuals have values/beliefs that are important for them; patterns of behavior reflect these values; understanding values of others leads to a clearer understanding of one's own values.	Social Studies (N.Y.S. Syllabus, p.31) Social: . People's patterns of behavior are a reflection of their values. . Understanding the values of others leads to a clearer understanding of one's own values. Health N.Y.S. Syllabus, p.21) . Describe constructive ways to express and control emotions. - (AIDS Instructional Guide, Lesson #14, p.85 . There are alternatives to risk-taking behavior.	Video Cassette: (SAPEP) Getting Even Getting Together A Little Help From My Friends Grades 6-8 Face To Face Grades 6-8

EVALUATION

EVALUATION

The Curriculum Guide is designed for direct teacher use and contains the concepts, understandings, correlation and resources for each grade level (K-6). The corresponding grade level activity booklets contain activities for the development of the concepts and understandings.

Evaluation of Objectives

Objectives are stated behaviorally for each activity; evaluation being left up to the individual teachers. Evaluation information is gathered by determining the measurable content:

1. Observation of student behavior in achieving specific objectives, e.g. participation and response.
2. Use of cognitive tasks which evaluate content learning, e.g. worksheets.
3. Noting activities which indicate further conceptual development is required for achievement of specific objectives.

Evaluation of the achievement of specific objectives is based on the level of learning, academic ability, developmental stage and conceptual level of the student.

Evaluation of the Curriculum

Teacher input is requested in the evaluation of the curriculum. Participants are asked to:

1. Implement the activities in the corresponding grade level booklets.
2. Indicate if the activity is applicable per grade level
   - concept
   - activities
   - materials
3. Indicate if grade level correlation with Social Studies, Science or Health is suitable; make alternative suggestions.
4. Add to the resource list for each concept.

EVALUATION FORM*

Concept _____ Grade Level _____

1. Concept appropriate for grade level: Yes[ ] No[ ]
   Recommended changes/additions _____

2. Activity appropriate for grade level: Yes[ ] No[ ]
   Recommended changes/additions _____

3. Correlation appropriate for concept: Yes[ ] No[ ]
   Recommended changes/additions _____

4. Activities I thought were best (title and page #) _____

5. Activities I would not use or did not like (title and page #) _____

6. Information that was most helpful: _____

7. Information that should be added or changed: _____

8. Additional resources or activities used: _____

   (Please contribute activities to share) _____

9. Comments or suggestions: _____

* Please return evaluation form to: Substance Abuse Prevention Project % Catherine Steele, Unified Services Rensselaer County Office Building, Troy, New York 12180

APPENDIX A

SPECIFIC DRUGS AND THEIR EFFECTS

Specific Drugs and Their Effects

CANNABIS

Effects

All forms of cannabis have negative physical and mental effects. Several regularly observed physical effects of cannabis are a substantial increase in the heart rate, bloodshot eyes, a dry mouth and throat, and increased appetite.

Use of cannabis may impair or reduce short-term memory and comprehension, alter sense of time, and reduce ability to perform tasks requiring concentration and co-ordination, such as driving a car. Research also shows that students do not retain knowledge when they are "high." Motivation and cognition may be altered, making the acquisition of new information difficult. Marijuana can also produce paranoia and psychosis.

Because users often inhale the unfiltered smoke deeply and then hold it in their lungs as long as possible, marijuana is damaging to the lungs and pulmonary system. Marijuana smoke contains more cancer-causing agents than tobacco.

Long-term users of cannabis may develop psychological dependence and require more of the drug to get the same effect. The drug can become the center of their lives.

Type	What is it called?	What does it look like?	How is it used?
Marijuana	Pot Grass Weed Reefer Dope Mary Jane Sinsemilla Acapulco Gold Thai Sticks	Dried parsley mixed with stems that may include seeds	Eaten Smoked
Tetrahydro-cannabinol	THC	Soft gelatin capsules	Taken orally Smoked
Hashish	Hash	Brown or black cakes or balls	Eaten Smoked
Hashish Oil	Hash Oil	Concentrated syrupy liquid varying in color from clear to black	Smoked – mixed with tobacco

INHALANTS

Effects

Immediate negative effects of inhalants include nausea, sneezing, coughing, nosebleeds, fatigue, lack of coordination, and loss of appetite. Solvents and aerosol sprays also decrease the heart and respiratory rates, and impair judgment. Amyl and butyl nitrite cause rapid pulse, headaches, and involuntary passing of urine and feces. Long-term use may result in hepatitis or brain hemorrhage.

Deeply inhaling the vapors, or using large amounts over a short period of time, may result in disorientation, violent behavior, unconsciousness, or death. High concentrations of inhalants can cause suffocation by displacing the oxygen in the lungs or by depressing the central nervous system to the point that breathing stops.

Long-term use can cause weight loss, fatigue, electrolyte imbalance, and muscle fatigue. Repeated sniffing of concentrated vapors over time can permanently damage the nervous system.

Type	What is it called?	What does it look like?	How is it used?
Nitrous Oxide	Laughing gas Whippets	Propellant for whipped cream in aerosol spray can Small 8 gram metal cylinder sold with a balloon or pipe (Buzz bomb)	Vapors inhaled
Amyl Nitrite	Poppers Snappers	Clear yellowish liquid in ampules	Vapors inhaled
Butyl Nitrite	Rush Bolt Locker room Bullet Climax	Packaged in small bottles	Vapors inhaled
Chlorohydrocarbons	Aerosol sprays	Aerosol paint cans Containers of cleaning fluid	Vapors inhaled
Hydrocarbons	Solvents	Cans of aerosol propellants, gasoline, glue, paint thinner	Vapors inhaled

STIMULANT: COCAINE

Effects

Cocaine stimulates the central nervous system. Its immediate effects include dilated pupils and elevated blood-pressure, heart rate, respiratory rate, and body temperature. Occasional use can cause a stuffy or runny nose, while chronic use can ulcerate the mucous membrane of the nose. Injecting cocaine with unsterile equipment can cause AIDS, hepatitis, and other diseases. Preparation of freebase, which involves the use of volatile solvents, can result in death or injury from fire or explosion. Cocaine can produce psychological and physical dependency, a feeling that the user cannot function without the drug. In addition, tolerance develops rapidly.

Crack or freebase rock is extremely addictive, and its effects are felt within 10 seconds. The physical effects include dilated pupils, increased pulse rate, elevated blood pressure, insomnia, loss of appetite, tactile hallucinations, paranoia, and seizures.

The use of cocaine can cause death by disrupting the brain's control of the heart and respiration.

Type	What is it called?	What does it look like?	How is it used?
Cocaine	Coke Snow Flake White Blow Nose Candy Big C Snowbirds Lady	White crystalline powder, often diluted with other ingredients	Inhaled through nasal passages Injected Smoked
Crack or cocaine	Crack Freebase rocks Rock	Light brown or beige pellets—or crystalline rocks that resemble coagulated soap, often packaged in small vials	Smoked

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OTHER STIMULANTS

Effects

Stimulants can cause increased heart and respiratory rates, elevated blood pressure, dilated pupils, and decreased appetite. In addition, users may experience sweating, headache, blurred vision, dizziness, sleeplessness, and anxiety. Extremely high doses can cause a rapid or irregular heartbeat, tremors, loss of coordination, and even physical collapse. An amphetamine injection creates a sudden increase in blood pressure that can result in stroke, very high fever, or heart failure.

In addition to the physical effects, users report feeling restless, anxious, and moody. Higher doses intensify the effects. Persons who use large amounts of amphetamines over a long period of time can develop an amphetamine psychosis that includes hallucinations, delusions, and paranoia. These symptoms usually disappear when drug use ceases.

Type	What is it called?	What does it look like?	How is it used?
Amphetamines	Speed Uppers Ups Black Beauties Pep Pills Copilots Bumblebees Hearts Benzedrine Dexedrine Footballs Lophetamine	Capsules Pills Tablets	Taken orally Injected Inhaled through nasal passages
Methamphetamines	Crank Crystal Meth Crystal Methedrine Speed	White powder Pills A rock which resembles a piece of crushed ice	Taken orally Injected Inhaled through nasal passages
Additional Stimulants	Preludin Cylert Prelu-2 Didrex Pre-Sate Voranil Tenuate Tepanil Pondimin Sanorex Plegine Ionamin	Pills Capsules Tablets	Taken orally Injected

DEPRESSANTS

Effects

The effects of depressants are in many ways similar to the effects of alcohol. Small amounts can produce calmness and relaxed muscles, but somewhat larger doses can cause slurred speech, staggering gait, and altered perception. Very large doses can cause respiratory depression, coma, and death. The combination of depressants and alcohol can multiply the effects of the drugs, thereby multiplying the risks.

The use of depressants can cause both physical and psychological dependence. Regular use over time may result in a tolerance to the drug, leading the user to increase the quantity consumed. When regular users suddenly stop taking large doses, they may develop withdrawal symptoms ranging from restlessness, insomnia, and anxiety to convulsions and death.

Babies born to mothers who abuse depressants during pregnancy may be physically dependent on the drugs and show withdrawal symptoms shortly after they are born. Birth defects and behavioral problems also may result.

Type	What is it called?	What does it look like?	How is it used?
Barbiturates	Downers Barbs Blue Devils Red Devils Yellow Jacket Yellows Nembutal Seconal Amytal Tuinals	Red, yellow, blue, or red and blue capsules	Taken orally
Methaqualone	Quaaludes Ludes Sopors	Tablets	Taken orally
Tranquilizers	Valium Librium Equanil Miltown Serax Tranxene	Tablets Capsules	Taken orally

HALLUCINOGENS

Effects

Phencyclidine (PCP) interrupts the functions of the neocortex, the section of the brain that controls the intellect and keeps instincts in check. Because the drug blocks pain receptors, violent PCP episodes may result in self-inflicted injuries.

The effects of PCP vary, but users frequently report a sense of distance and estrangement. Time and body movement are slowed down. Muscular coordination worsens and senses are dulled. Speech is blocked and incoherent.

Chronic users of PCP report persistent memory problems and speech difficulties. Some of these effects may last 6 months to a year following prolonged daily use. Mood disorders—depression, anxiety, and violent behavior—also occur. In later stages of chronic use, users often exhibit paranoid and violent behavior and experience hallucinations.

Large doses may produce convulsions and coma, heart and lung failure, or ruptured blood vessels in the brain.

Lysergic acid (LSD), mescaline, and psilocybin cause illusions and hallucinations. The physical effects may include dilated pupils, elevated body temperature, increased heart rate and blood pressure, loss of appetite, sleeplessness, and tremors.

Sensations and feelings may change rapidly. It is common to have a bad psychological reaction to LSD, mescaline, and psilocybin. The user may experience panic, confusion, suspicion, anxiety, and loss of control. Delayed effects, or flashbacks, can occur even after use has ceased.

Type	What is it called?	What does it look like?	How is it used?
Phencyclidine	PCP Angel Dust Loveboat Lovely Hog Killer Weed	Liquid Capsules White crystalline powder Pills	Taken orally Injected Smoked—can be sprayed on cigarettes, parsley, and marijuana
Lysergic Acid Diethylamide	LSD Acid Green or Red Dragon White Lightning Blue Heaven Sugar Cubes Microdot	Brightly colored tablets Impregnated blotter paper Thin squares of gelatin Clear liquid	Taken orally Licked off paper Gelatin and liquid can be put in the eyes
Mescaline and Peyote	Mese Buttons Cactus	Hard brown discs Tablets Capsules	Discs—chewed, swallowed, or smoked Tablets and capsules—taken orally
Psilocybin	Magic mushrooms Mushrooms	Fresh or dried mushrooms	Chewed and swallowed

NARCOTICS

Effects

Narcotics initially produce a feeling of euphoria that often is followed by drowsiness, nausea, and vomiting. Users also may experience constricted pupils, watery eyes, and itching. An overdose may produce slow and shallow breathing, clammy skin, convulsions, coma, and possibly death.

Tolerance to narcotics develops rapidly and dependence is likely. The use of contaminated syringes may result in diseases such as AIDS, endocarditis, and hepatitis. Addiction in pregnant women can lead to premature, stillborn, or addicted infants who experience severe withdrawal symptoms.

Type	What is it called?	What does it look like?	How is it used?
Heroin	Smack Horse Brown Sugar Junk Mud Big H Black Tar	Powder, white to dark brown Tar like substance	Injected Inhaled through nasal passages Smoked
Methadone	Dolophine Methadose Amidone	Solution	Taken orally Injected
Codeine	Empirin compound with Codeine Tylenol with Codeine Codeine Codeine in cough medicines	Dark liquid varying in thickness Capsules Tablets	Taken orally Injected
Morphine	Pectoral syrup	White crystals Hypodermic tablets Injectable solutions	Injected Taken orally Smoked
Meperidine	Pethidine Demerol Mepergan	White powder Solution Tablets	Taken orally Injected
Opium	Paregoric Dover's Powder Parepectolin	Dark brown chunks Powder	Smoked Eaten
Other Narcotics	Percocet Percodan Tussionex Fentanyl Darvon Talwin Lomotil	Tablets Capsules Liquid	Taken orally Injected

DESIGNER DRUGS

Effects

Illegal drugs are defined in terms of their chemical formulas. To circumvent these legal restrictions, underground chemists modify the molecular structure of certain illegal drugs to produce analogs known as designer drugs. These drugs can be several hundred times stronger than the drugs they are designed to imitate.

The narcotic analogs can cause symptoms such as those seen in Parkinson's disease— uncontrollable tremors, drooling, impaired speech, paralysis, and irreversible brain damage. Analogs of amphetamines and methamphetamines cause nausea, blurred vision, chills or sweating, and faintness. Psychological effects include anxiety, depression, and paranoia. As little as one dose can cause brain damage. The analogs of phencyclidine cause illusions, hallucinations, and impaired perception.

Type	What is it called?	What does it look like?	How is it used?
Analogs of Fentanyl (Narcotic)	Synthetic Heroin China White	White powder resembling heroin	Inhaled through nasal passages Injected
Analogs of Meperidine (Narcotic)	Synthetic Heroin MPTP (New Heroin) MPPP PEPAP	White powder	Inhaled through nasal passages Injected
Analogs of Amphetamines and Methamphetamines (Hallucinogens)	MDMA (Ecstasy, XTC, Adam, Essence) MDM STP PMA 2, 5 DMA TMA DOM DOB	White powder Tablets Capsules	Taken orally Injected Inhaled through nasal passages
Analogs of Phencyclidine (PCP) (Hallucinogens)	PCPy PCE TCP	White powder	Taken orally Injected Smoked

APPENDIX B

SOURCES OF INFORMATION

Sources of Information (Schools Without Drugs, p.67)

TOLL-FREE INFORMATION

1-800-5.4-KIDS—THE NATIONAL FEDERATION OF PARENTS FOR DRUG-FREE YOUTH (NFP).

A national information and referral service that focuses primarily on preventing drug addiction in children and adolescents. By referral to the caller's "State networker" or a member group in the caller's community, NFP also provides assistance to anyone concerned about a child already using alcohol or drugs. Call between 9:00 am and 5:00 pm (Eastern time).

1-800-241-9746—PRIDE DRUG INFORMATION LINE.

A national resource and information center, Parents' Resource Institute for Drug Education (PRIDE) refers concerned parents to parent groups in their State or local area, gives information on how parents can form a group in their community, provides telephone consulting and referrals to emergency health centers, and maintains a series of drug information tapes that callers can listen to, free-of-charge, by calling after 5:00 pm.

1-800-638-2045—NATIONAL INSTITUTE ON DRUG ABUSE (NIDA), U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES.

A national information service that provides technical assistance to individuals and groups wishing to start drug prevention programs. Currently, the program focuses on the establishment of the "Just Say No To Drugs" clubs.

1-800-662-HELP—NIDA HOTLINE.

NIDA Hotline is a confidential information and referral line that directs callers to cocaine abuse treatment centers in the local community. Free materials on drug abuse are also distributed in response to inquiries.

1-800-COCAINE—COCAINE HELPLINE.

A round-the-clock information and referral service. Reformed cocaine addict counselors answer the phones, offer guidance, and refer drug users and parents to local public and private treatment centers and family learning centers.

APPENDIX C

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REFERENCES

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